



TRINITY COLLEGE

Albury-Wodonga

TRINITY ANGLICAN COLLEGE – ALBURY
2013 ANNUAL REPORT



Strong Foundations • Better Futures

TRINITY ANGLICAN COLLEGE – ALBURY

2013 ANNUAL REPORT

This 2013 Annual Report of Trinity Anglican College – Albury follows a format in response to the educational and financial reporting requirements as laid out in the *Registered and Accredited Individual Non-Government Schools (NSW) Manual* of the Board of Studies.

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School Contact Information

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1. Information about Trinity Anglican College

Trinity is a co-educational Anglican independent school for students from Early Years to Year 12. We are an outstanding school which provides an enjoyable learning environment, the delivery of a holistic education offering opportunities of excellence for all and catering for the individual student's needs, skills and aspirations. The College's educational programmes and approaches are founded in Christianity and are well supported by strong pastoral care, highly qualified and committed staff and an optimistic outlook for the future and the role that students from Trinity will play in this.

Pillars

Trinity believes that its mission and values as a school are well supported by a number of key elements or pillars. These include:

Faith - *developing sound Christian values, which will equip students with appropriate wisdom, attitudes, skills and knowledge, to lead fulfilling and productive lives in which service to others is a key aspect.*

Academic - *encouragement of excellence in learning within programmes which provide opportunities which match a range of skills and abilities. The provision of an environment which is stimulating, caring, vibrant and encouraging of enthusiasm, creativity and enjoyment in learning.*

Pastoral - *recognition and celebration of the unique nature of each person in the school community and the importance of the care for each individual; emphasis on participation, and achievement of 'personal best' to increase self-esteem and personal wellbeing.*

Co-curricular - *facilitation of students experiencing a diversity of activities and challenges outside the central academic programme. These opportunities will be physical, cultural and service based.*

Active - *developing an awareness of acting appropriately and a willingness to do so as a student of Trinity. It is hoped that students educated at Trinity will be well equipped with solid academic foundations, environmental stewardship, clear and strong values and the ability to discern what is right and wrong in society and on this basis, the wisdom, courage and ability to act accordingly. The development of a sense of place, responsibility and contribution to the broader community, regardless of one's own personal needs.*

Community - *promotion and nurturing of those qualities in people which reflect truth, honesty, goodness, openness, service, courage, tolerance, patience and perseverance. The focus on the continual building and strengthening of the school community both through the emphasis on positive relations between staff, students and their families, and the provision of opportunities for students of different ages to develop interpersonal and leadership skills.*

Governance - *promotion of sound principles of Board and Executive governance, leading to responsible policy and financial oversight and visionary property planning and development on the part of the College Board, along with support for the Principal in the exercise of his or her executive responsibilities.*



2. A Message from the College Board

2013 was another year of outstanding achievement for the College, built upon the strong foundations laid by the College community, Board and Executive over the past several years.

Finances

The College has again been able to conclude its financial year in a strong position recording the required modest surplus. The Board is pleased that the College continues to service its capital debt, as well as undertaking important developments and improvements to enhance the facilities and resources available for Trinity students. The Board is mindful of the careful financial management and oversight of the Principal and the Business Manager in this important area.

Academic Results

The Board again celebrates with the rest of the College community the very strong academic results achieved by the 2013 Year 12 cohort in the Higher School Certificate (HSC) examinations. NAPLAN results across the required school years (Years 3, 5, 7 and 9) also continue to impress, indicating that Trinity Anglican College provides high quality teaching for the students of the Albury-Wodonga region.

Capital Projects

This year the College saw the construction of its new Science facility for the Senior School at the Albury campus. This was a much needed resource and the Board acknowledges the Commonwealth Government for its support of this via its capital grants program. As enrolments continue to grow in the Senior School, quality teaching and learning spaces are required to provide our students with the best possible learning environment. This \$1.8M facility achieves that. The Board was pleased to recognise four key people in naming this facility 'The Founders' Centre'. The founders honoured in the naming of the building are Mr Keith Currie (Foundation Principal of the College), Bishop David Farrer (Bishop of Wangaratta at the time), Prof David Mitchell (Foundation Chair of the College Board) and Mrs Patricia Gould (Foundation and long-serving member of the Board).

Board Matters

During 2013 the Board welcomed as new members: Mrs Fiona Elgin and Mr Brad Bohun. Mr Dean Glanvill resigned from the Board at the end of Term 1, and the Ven Dr John Davis and Mrs Patricia Gould both resigned at the end of the year. The College and Board are grateful to these Directors for their years of service and many contributions as members of the Board.

The Board was very well led by Rev'd Peter McKeague as Acting Chair throughout 2013. As ever, the Board has important work to do in developing strategic and policy direction for the College. 2013 presented both a number of wonderful opportunities as well as challenges. The Board is grateful for Peter's leadership as Acting Chair.

The Board's confidence in and commitment to the future of the College and its capacity to achieve its mission and purpose as a school in the Anglican tradition is very strong. Trinity is well placed to consolidate its position as a school of choice for families who are looking for academic and co-curricular excellence, a safe, productive and positive learning environment all underpinned by the Christian values and teachings which come from the Anglican tradition.

Prof Julia Coyle

Chair of the Board

College Board – 2013

Chair: Rev'd P McKeague
Members: Dr R Bailey
Mr B Bohun
Mr P Cerexhe
Mrs A Coughlan
Assoc Prof J Coyle
Ven Dr J Davis
Mrs F Elgin
Mr D Glanvill
Cr P A Gould, OAM
Mrs C Nesbit



3. Staff 2013

Executive

Principal: Mr S J O'Connor, B.A., Dip. Ed., M.Litt. (UNE), M. Ed. Admin., Grad. Dip. R.E., (CSU), MACE, MACEL, a member of AHISA

Deputy Principal: Mr P W O'Neill, B.Ed. (Ballarat)

Business Manager: Mr G Davis

Head of Senior School: Mr M Thomas, B.Ed. (Lon.), Grad.Dip.Comp.Ed. (Monash)

Director of Year 9 Programme: Mr M A Dicketts, B.A. (CSU), B.Ed. (La Trobe)

Head of Junior School: Mr C O'Loan, B.Ed., Dip. T. (ACU), M. Arts (UTS), Dip. R.E., MACEL

College Chaplain: Rev Dr L M Weissel, B.Sc., Dip. Ed., B.Th. (Hons) Med, M. App. Th., M. Myst., Ph.D. (Ethics), FRAAC

Director of Pastoral Care: Mrs R Lefevre, Dip. Ed., B. Sci.

Director of Studies: Ms K Armstrong, B.A. (Hons), Dip.Ed. (CSU)

Teaching Staff

Mr C Beattie, Grad. Dip. Tech. Ed. (La Trobe)
Ms M G Bennett, B.A. (Hons), Grad. Dip. Ed.
Mrs S J Bradbury, B.Ed. (Visual Arts) (Melbourne)
Mrs G Broad, B.Ed. (CSU)
Mrs J Burston, B.Sc. (Hons), M. Teach. (La Trobe)
Mrs M Campbell, B.Ed. (CSU)
Ms T M Carroll, B.Ed. (Social Sciences) (La Trobe), Dip. Ed.
Mrs M Craig, B.Ed. (CSU)
Mrs T J Dahmes, B.Ed. (CSU)
Mr M A Fagan, B.A., Dip. Ed. (CSU)
Mrs K Fletcher, B. Ed. (Hons) (Wollongong)
Ms D Gibb, B.A. (Education) (Vic College Rusden)
Mr A D Graham, B. App. Sci. (PE) (RMIT)
Mr G Haymes, B.A. (SCU), Dip. Jazz
Mrs J E Haymes, B.A., (Melbourne), Grad. Dip. (La Trobe)

| | | |
|------|-----|--|
| Miss | B L | Hill, BVA (Syd. College of Arts), Dip. Ed. (CSU) |
| Mrs | E | Hillary, B.Ed. (CSU) |
| Mr | J D | Hillary, B.Ed. (Early Childhood) (CSU) |
| Miss | K | Horn, B.Ed. (Primary) (CSU) |
| Mrs | T | Iloff, B.Ed. (CSU) |
| Ms | S | Knobel, B.Ed. (RMIT) |
| Mr | K A | Larsen, B.Sc., Dip.Ed. (Melbourne) |
| Mr | A D | Leary, B.Ed. (Mathematics) (Newcastle), M. Ed. (Deakin), Grad. Dip. (IT Education) |
| Mrs | EJ | Lowe, Dip. Ed., Grad. Dip. Spec. Ed. (Deakin) |
| Mr | K | McGregor, B.Ed. (Early Childhood) |
| Mr | G | Mancer, B.A. (ACU), Dip. Ed., M.Ed. (Melbourne) |
| Mrs | L | Maxwell, B.Ed. (Primary) (Southland) |
| Mr | S M | Melgaard, B. App. Sci. (Aust. Maritime Coll.), Dip.Ed. (La Trobe) |
| Mrs | K A | Millan, Dip. T. (CC Sydney) |
| Mr | R J | Mudie, Dip. Mus. Ed. (Alexander Mackie) |
| Mr | S W | Nelson, B.Ed., Grad. Dip App. Sc. (Mitchell CAE) |
| Ms | A | Nevin-Lewis, B.A. (ANU), Dip. Ed. (Canberra) |
| Mrs | T E | O'Connor, B.Ed., (ACU) Dip. Marketing (UA) |
| Mrs | S M | O'Neill, M. Ed. (La Trobe), B.A. |
| Mr | N | Payne, B. Ed. (Early Childhood) (CSU) |
| Ms | T | Pearce, B.A. |
| Mrs | D A | Price, Dip. T. (Primary) (RACE), B.Ed. (Primary) (La Trobe) |
| Miss | C-A | Short, B.Ed. (CSU) |
| Mr | B | Spokes, B.Mus., B.Teach. (Hons) (Melbourne), M. Mus. Perf. (Wesley) |
| Mr | K M | Stevens, B.Ed. (Early Childhood) (CSU) |
| Mrs | K L | Tainton, B.Ed. M.Ed. (Sydney) |
| Mr | J J | Thurling, B.Ed. (CSU) |
| Miss | C | Tilbrook, B.Ed. (CSU) |
| Mr | P K | Trebilcock, B.Ed. (South Australian CAE) |
| Mrs | H | Wade, Dip. Teach. (Infants), Adv. Dip. Horticulture |
| Mrs | K A | Walsh, B.T., B.Ed. (Deakin) |
| Mrs | L A | Willis, B.A. (Queen's), Grad. Cert. R.E. (ACU), P.G.C.E. (Hertfordshire) |
| Mrs | A | Wilson, B.Ed. (CSU) |
| Mrs | K | Wise-Chalker, B.Bus. (CSU), Dip.Ed. (La Trobe) |
| Mrs | T | Zitzlaff, B.A. (Melbourne), Dip. & Adv. Dip. French, Grad. Dip. Art History, M.Sc. |

Administration and Support Staff

Principal's PA: Ms H Watson

College Accountant: Mrs R Payne

Registrar & Marketing Officer: Ms R Newcomen

College Librarian: Mrs T Trebilcock

Administration Officer (Student Services): Mrs K J Gehrig-Kent

Administration Officer (Reception): Mrs J A McMillan

Administration Officer (Accounts): Mrs L Power

Teacher's Aides: Mrs T Bradford, Mrs S L Nixon, Mrs M Salan

Facilities Manager: Mr L Parker

School Assistant (Food Tech/Science): Mrs L C Kelb

Library Assistant: Mrs H Petts

Uniform Shop Manager: Mrs C D Katsoolis

Canteen Manager: Mrs M Cochrane, Dip. T. (Bendigo)

ICT Support Officer: Mr O Young

ICT Network Assistant: Mr L Takle

After School Care (OOSH) Staff: Miss A Thompson (Coordinator), Miss H Manson, Mrs M Globen

Grounds Staff: Mrs M Brown, Mr A Crawford, Mr G Millerd, Ms G Schmitz, Mr A Styles, Mr L Styles

4. Student Performance in National Literacy and Numeracy Assessments

The College participated in the National Assessment Plan, Literacy and Numeracy (NAPLAN) for all students in Years 3, 5, 7 & 9.

Albury Campus NAPLAN Results - Percentages in Skills Bands

| 2013 Test Year 3 | Bands 2 - 6 | | Band 1 | |
|-------------------------|--------------------|------------|---------------|------------|
| NAPLAN Test | School | State-wide | School | State-wide |
| Reading | 94.4 | 97.2 | 5.6 | 2.8 |
| Writing | 96.3 | 98.0 | 3.7 | 2.0 |
| Spelling | 90.7 | 95.6 | 9.3 | 4.4 |
| Grammar & Punctuation | 96.3 | 96.8 | 3.7 | 3.2 |
| Numeracy | 94.4 | 97.2 | 5.6 | 2.8 |

| 2013 Test Year 5 | Bands 4 - 8 | | Band 3 | |
|-------------------------|--------------------|------------|---------------|------------|
| NAPLAN Test | School | State-wide | School | State-wide |
| Reading | 98 | 98.2 | 2 | 1.8 |
| Writing | 98.1 | 93.7 | 1.9 | 6.3 |
| Spelling | 98.1 | 94.5 | 1.9 | 5.5 |
| Grammar & Punctuation | 94.2 | 95.4 | 5.8 | 4.6 |
| Numeracy | 98.1 | 94.9 | 1.9 | 5.1 |

| 2013 Test Year 7 | Bands 5 - 9 | | Band 4 | |
|-------------------------|--------------------|------------|---------------|------------|
| NAPLAN Test | School | State-wide | School | State-wide |
| Reading | 100 | 95.3 | 0 | 4.7 |
| Writing | 98.8 | 91.3 | 1.2 | 8.7 |
| Spelling | 98.8 | 94.6 | 1.2 | 5.4 |
| Grammar & Punctuation | 97.6 | 89.8 | 2.4 | 10.2 |
| Numeracy | 100 | 97.2 | 0 | 2.8 |

| 2013 Test Year 9 | Bands 6 - 10 | | Band 5 | |
|-------------------------|---------------------|------------|---------------|------------|
| | School | State-wide | School | State-wide |
| Reading | 96.4 | 95.2 | 3.6 | 4.8 |
| Writing | 85.5 | 81.7 | 14.5 | 18.3 |
| Spelling | 92.7 | 93.9 | 7.3 | 6.1 |
| Grammar & Punctuation | 96.4 | 88.6 | 3.6 | 11.4 |
| Numeracy | 94.5 | 91.1 | 5.5 | 8.9 |

Albury Campus NAPLAN Results - Percentages At or Above Minimum Standard

| 2013 NAPLAN Test Year 3 | Percentage of Students achieving at or above minimum standard | Percentage of Students achieving below minimum standard |
|--------------------------------|--|--|
| Reading | 94.4 | 5.6 |
| Writing | 96.3 | 3.7 |
| Spelling | 90.7 | 9.3 |
| Grammar & Punctuation | 96.3 | 3.7 |
| Numeracy | 94.4 | 5.6 |

| 2013 NAPLAN Test Year 5 | Percentage of Students achieving at or above minimum standard | Percentage of Students achieving below minimum standard |
|--------------------------------|--|--|
| Reading | 98 | 2 |
| Writing | 98.1 | 1.9 |
| Spelling | 98.1 | 1.9 |
| Grammar & Punctuation | 94.2 | 5.8 |
| Numeracy | 98.1 | 1.9 |

| 2013 NAPLAN Test Year 7 | Percentage of Students achieving at or above minimum standard | Percentage of Students achieving below minimum standard |
|--------------------------------|--|--|
| Reading | 100 | 0 |
| Writing | 98.2 | 1.2 |
| Spelling | 98.2 | 1.2 |
| Grammar & Punctuation | 97.6 | 2.4 |
| Numeracy | 100 | 0 |

| 2013 NAPLAN Test Year 9 | Percentage of Students achieving at or above minimum standard | Percentage of Students achieving below minimum standard |
|--------------------------------|--|--|
| Reading | 96.4 | 3.6 |
| Writing | 85.5 | 14.5 |
| Spelling | 92.7 | 7.3 |
| Grammar & Punctuation | 96.4 | 3.6 |
| Numeracy | 94.5 | 5.5 |

Albury Campus NAPLAN Results - Year Mean

| 2013 NAPLAN Test Year 3 | School Mean | State Mean |
|-------------------------|-------------|------------|
| Reading | 454.0 | 424.8 |
| Writing | 436.4 | 422.7 |
| Spelling | 414.0 | 423.0 |
| Grammar & Punctuation | 448.5 | 437.0 |
| Numeracy | 432.5 | 404.6 |

| 2013 NAPLAN Test Year 5 | School Mean | State Mean |
|-------------------------|-------------|------------|
| Reading | 527.0 | 507.0 |
| Writing | 490.9 | 484.1 |
| Spelling | 520.8 | 504.6 |
| Grammar & Punctuation | 528.5 | 508.4 |
| Numeracy | 534.7 | 495.1 |

| 2013 NAPLAN Test Year 7 | School Mean | State Mean |
|-------------------------|-------------|------------|
| Reading | 577.8 | 544.5 |
| Writing | 538.8 | 516.9 |
| Spelling | 565.0 | 559.4 |
| Grammar & Punctuation | 557.3 | 542.0 |
| Numeracy | 572.7 | 549.5 |

| 2013 NAPLAN Test Year 9 | School Mean | State Mean |
|-------------------------|-------------|------------|
| Reading | 615.3 | 585.6 |
| Writing | 565.7 | 554.2 |
| Spelling | 584.1 | 591.8 |
| Grammar & Punctuation | 603.7 | 579.3 |
| Numeracy | 598.7 | 596.0 |

Interpretive Comments

In Year 3, 96% of students achieved at or above the minimum standard in writing and grammar and punctuation. Achievements in both the areas of reading and numeracy were 94% at and above the minimum standard. Achievement in spelling was 91% at or above the minimum standard. The mean scores for the Trinity Year 3 cohort were all significantly above the mean scores achieved by the state cohort, with the exception of spelling.

In Year 5, 98% of students achieved at or above the minimum standard in reading, writing, spelling, and numeracy. 94% of students achieved at or above the minimum standard in grammar and punctuation. The mean scores for the Trinity Year 5 cohort, in all areas, were significantly above the mean scores achieved by the state cohort.

In Year 7, the mean scores of the Trinity cohort were significantly above the mean scores achieved by the state cohort in all areas. 100% of students achieved at or above the minimum standard in reading

and in numeracy. 98% of students in writing, spelling, and grammar and punctuation were at or above minimum standard in reading and in numeracy.

In Year 9, the mean scores of the Trinity cohort were significantly higher than that of their state counterparts, in all areas except spelling. 96% of students were at or above the minimum standard in reading, and grammar and punctuation. 95% of students were at or above the national minimum standard in numeracy, whilst 93% were at or above the minimum standard in spelling, and 86% were at or above the minimum standard in writing.

5. Student Performance in State Wide Tests and Examinations

Summary of 2013 Higher School Certificate Results

- In 2013, 47 students sat for the Higher School Certificate at Trinity and engaged in 21 courses. These courses included two extension courses and one Vocational Education and Training (VET) course. 67% of all courses undertaken at Trinity achieved results above the state mean.
- 64% of Trinity candidates earned Band 5 or Band 6 results.
- In 57% of the courses completed at Trinity, the Trinity candidature exceeded the state in terms of the achievement of the top two bands.
- It is also very gratifying to note that in 95% of all courses, Trinity students recorded fewer entries in the lowest two bands than the state.
- In 76% of all courses, the Trinity cohort achieved results of Band 3/ E3 or above.
- 100% of students earned E3 or E4 results in Extension Maths and Extension English.

| 2 Unit HSC Courses | | | | | | | |
|--------------------------------------|-----------------|--------------------------------|---------|-----------|---------|-----------|---------|
| Subject | Student Numbers | Performance Band achieved by % | | | | | |
| | | Band 5-6 | | Band 3-4 | | Band 1-2* | |
| | | Trinity % | State % | Trinity % | State % | Trinity % | State % |
| Ancient History | 4 | 50 | 34.4 | 50 | 48.8 | 0 | 16 |
| Biology | 20 | 20 | 32.9 | 70 | 58.4 | 10 | 8.1 |
| Business Studies | 17 | 35.3 | 34.9 | 58.8 | 52.9 | 5.9 | 11.3 |
| Chemistry | 8 | 12.5 | 41.6 | 87.5 | 50.1 | 0 | 7.8 |
| Design & Technology | 16 | 25 | 37 | 75 | 59.7 | 0 | 2.9 |
| Drama | 7 | 0 | 43.5 | 100 | 54.2 | 0 | 1.9 |
| English – Standard | 34 | 20.6 | 6.8 | 70.6 | 71.7 | 8.8 | 20.8 |
| English – Advanced | 13 | 46.2 | 53 | 53.8 | 45.3 | 0 | 1.5 |
| Information Processes and Technology | 6 | 33.3 | 36.6 | 66.7 | 51.5 | 0 | 10.5 |
| Legal Studies | 13 | 69.2 | 42.6 | 30.8 | 45.6 | 0 | 11 |
| General Mathematics | 36 | 25 | 20.8 | 66.7 | 54.3 | 8.3 | 23.3 |
| Mathematics | 10 | 50 | 49.2 | 50 | 43 | 0 | 7.8 |
| Modern History | 8 | 25 | 47.2 | 75 | 43.4 | 0 | 8.9 |

* These figures do not include the School or State percentages detailed as 'None' on the Board of Studies report 'Students Results by Course'.

| Subject | Student Numbers | Performance Band achieved by % | | | | | |
|---|-----------------|--------------------------------|---------|-----------|---------|-----------|---------|
| | | Band 5-6 | | Band 3-4 | | Band 1-2* | |
| | | Trinity % | State % | Trinity % | State % | Trinity % | State % |
| Music 1 | 8 | 37.5 | 58.9 | 62.5 | 38.6 | 0 | 2.1 |
| Personal Development, Health and Physical Education | 15 | 53.3 | 28.4 | 40 | 54 | 6.7 | 17 |
| Physics | 5 | 80 | 33.4 | 20 | 55.4 | 0 | 10.9 |
| Visual Arts | 5 | 60 | 51.4 | 40 | 46.7 | 0 | 1.4 |
| French Continuers | 4 | 50 | 66.9 | 50 | 30.7 | 0 | 2.3 |
| Hospitality | 7 | 57.1 | 30.1 | 42.9 | 52.9 | 0 | 2.8 |

In 95% of two unit courses, Trinity students earned fewer Band 1 or 2 results than the state. Indeed, in 67% of two unit courses, the Trinity cohort achieved results of Band 3 or above. Within the arts, 50% of students in Ancient History earned Band 6 result. In the highly academic Extension 1 Mathematics, 50% of students earned the highest level of results in the E4 band.

| Extension HSC Subjects | | | | | |
|---------------------------|-----------------|--------------------------------|-------|-------------|-------|
| Extension Subjects | Student Numbers | Performance Band achieved by % | | | |
| | | Band E3-E4 | | Band E1-E2* | |
| | | Trinity | State | Trinity | State |
| English – Extension I | 3 | 100 | 88.3 | 0 | 11.5 |
| Mathematics – Extension I | 6 | 100 | 83.5 | 0 | 16.3 |

| Summary of Band Results 2009-2013 – 2 Unit Courses | | | | | | | | | | |
|--|---------|--------------------|---------|-------|---------|-------|---------|-------|---------|-------|
| Band | 2009 | | 2010 | | 2011 | | 2012 | | 2013 | |
| | Trinity | State ¹ | Trinity | State | Trinity | State | Trinity | State | Trinity | State |
| Band 6 | 8% | 7.6% | 19.9% | 9.0% | 7.0% | 8.8% | 11.8% | 8.6% | 5.9% | 8.6% |
| Band 5 | 39% | 25.2% | 52.6% | 26.0% | 33.9% | 26.0% | 31.8% | 27.0% | 28.4% | 25.7% |
| Band 4 | 27% | 32.0% | 23.4% | 31.4% | 36.6% | 30.3% | 33.8% | 31.8% | 40.7% | 29.7% |
| Band 3 | 22% | 22.9% | 5.2% | 21.1% | 19.9% | 21.5% | 19% | 20% | 20.8% | 23.5% |
| Band 2 | 3% | 7.8% | 0.6% | 8.1% | 2.7% | 9.1% | 3.6% | 9% | 3.4% | 8.7% |
| Band 1 | 1% | 3.4% | 0% | 3.3% | 0% | 3.4% | 0 | 2.9% | 0.8% | 3.1% |
| None | 0 | 0.6% | 0% | 0.7% | 0% | 0.8% | 0 | 1% | 0 | 0.7% |

* These figures do not include the School or State percentages detailed as 'None' on the Board of Studies report 'Students Results by Course'.

¹ State figures calculated only on courses offered by Trinity Anglican College in order to enable comparison.

The achievements of the Trinity cohorts in the prized Bands 5 and 6 in 2 unit courses outstrip those of the state from 2009 to 2012. In 2009, 47% of the results earned by Trinity students were in Bands 5 and 6 as opposed to 32.8% of state counterparts in the same courses. In 2010, this figure rises to 72.5% for the Trinity cohort in Bands 5 and 6 compared with 35% of the state candidature. In 2011, the scales are still in favour of the Trinity cohort, with 40.9% earning Bands 5 and 6, whilst only 32.8% of the state achieved to this level. In 2012, 44% of the Trinity cohort earned Band 5 and 6 results as opposed to the 36% achievement of the state. In 2013, 34.3% of the Trinity cohort earned Band 5 or 6 results and this was on a par with the state.

| Summary of Band Results 2009-2013 – Extension Courses | | | | | | | | | | |
|--|----------------|--------------------------|----------------|--------------|----------------|--------------|----------------|--------------|----------------|--------------|
| Band | 2009 | | 2010 | | 2011 | | 2012 | | 2013 | |
| | Trinity | State² | Trinity | State | Trinity | State | Trinity | State | Trinity | State |
| Band E4 | 0% | 22.5% | 44.4% | 32.2% | 0% | 33.8% | 22% | 31.6% | 33.3% | 29.8% |
| Band E3 | 75% | 61.8% | 33.3% | 51.5% | 75% | 52.0% | 66.7% | 54.2% | 66.7% | 55.5% |
| Band E2 | 25% | 14.8% | 22.2% | 14.2% | 25% | 12.4% | 11.1% | 12.7% | 0 | 13 |
| Band E1 | 0% | 0.9% | 0% | 1.9% | 0% | 1.74% | 0 | 1.4% | 0 | 1.6% |
| None | 0% | 0.1% | 0% | 0.2% | 0% | 0.2% | 0 | 0.2% | 0 | 0.2% |

HSC Comparison to 2012

In 2013, 100% of Trinity students engaged in Extension units earned Band E3 or E4 results. This compares favourably with the rest of the state where 85% of students performed at this level.

| Year 12 Attaining a Certificate/VET Qualification | |
|--|-------------------------------|
| Qualification/Certificate | Percentage of Students |
| HSC | 100% |
| VET qualification | 15% |

6. Professional Learning and Teacher Standards

All Teachers employed at Trinity College in 2013 meet the standards required by the NSW Institute of Teachers.

The College has an active policy of Professional Development for staff, as well as an appraisal system (Annual and Tri-annual Reviews) to evaluate, more formally, teacher performance and to allow an avenue for staff feedback. The staff of the College is of a very high calibre.

² State figures calculated only on courses offered by Trinity Anglican College in order to enable comparison.

| Category | Number of Teachers |
|---|--------------------|
| Staff who have teaching qualifications from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines | 60 |
| Staff who have teaching qualifications from a higher education institution within Australia but lack formal teaching qualifications | 0 |
| Staff who do not have qualifications described above | 0 |

Teacher Qualifications

Associate Diploma Jazz (1)
 Bachelor of Applied Science (4)
 Bachelor of Arts – Fine Arts (1)
 Bachelor of Arts (13)
 Bachelor of Business (3)
 Bachelor of Education (31)
 Bachelor of Music (2)
 Bachelor of Primary Education (1)
 Bachelor of Science (4)
 Bachelor of Teaching (1)
 Bachelor of Theology (1)
 Bachelor of Visual Arts (1)
 Diploma of Education (17)
 Diploma of Music Education (1)
 Diploma of Pastoral Studies (1)
 Diploma of Teaching (5)
 Graduate Diploma of Applied Science (1)
 Graduate Diploma IT (1)
 Graduate Diploma Library (1)
 Graduate Diploma of Computers in Education (1)
 Graduate Diploma of Education (4)
 Graduate Diploma of Mathematics (1)
 Graduate Diploma of Religious Education (4)
 Graduate Diploma of Teaching (2)
 Higher Diploma of Teaching Secondary, Home Economics (1)
 Master of Education (6)
 Master of Letters (1)
 Master of Music Performance (1)
 Master of Teaching (1)
 Trained Primary Teachers Certificate (3)

Professional Learning

All new staff to the College had a one day induction day at the beginning of the school year.

The following professional development activities were undertaken by staff throughout 2013:

| Description of the Professional Learning Activity | No. of staff participating |
|---|-----------------------------------|
| Lab Technician Conference | 1 |
| First Aid Course | 14 |
| A teachers guide to effectively using technology in the classroom | 1 |
| Accelerus Training (Report Writing Package) | 2 |
| AIM Language Learning Conference | 1 |
| AIS Drama Conference | 1 |
| AIS English Conference | 1 |
| Australian Anglican Schools Network National Conference | 1 |
| App Guide to Language and Literacy | 2 |
| Bell Shakespeare Drama Workshop | 1 |
| Bill Rogers Behaviour Management | 2 |
| Bringing 21st Century Agriculture and Horticulture into the classroom | 1 |
| Career Practitioners Seminar | 1 |
| Classroom Dynamics | 1 |
| Clergy Conference | 1 |
| Creating Core Teaching Strategies in Stage 6 Playbuilding | 1 |
| Creating Safer Independent schools | 2 |
| Cued Articulation | 2 |
| Dealing Effectively with Unacceptable Employee Behaviour | 1 |
| Designing Visual Arts Units 7-10 | 1 |
| Designing Visual Arts Programmes 7-12 (online) | 3 |
| EduTech K-12 Education Leaders Congress & Business Managers Congress | 2 |
| English Teachers Association Conference | 2 |
| English Syllabus Familiarisation, Planning and Programming: K-6 | 6 |
| English Symposium | 3 |
| Exploring the iPad in the classroom | 1 |
| French HSC Marking | 1 |
| Gifted & Talented Conference | 1 |
| History conference | 1 |
| How to motivate & engage your students | 2 |
| HSC Big Day Out PDHPE | 1 |
| HSC Standard and advanced English Prescriptions | 1 |
| HTA Ancient History Presentation | 1 |
| IEU Training Day | 1 |
| Introduction to Key Word Sign Workshop | 2 |
| Kindergarten Conference Inquisitive Young Minds | 2 |
| Literacies in History | 1 |
| Live Life Well at School - Health KLA | 1 |
| Money Smart Teaching Program | 1 |
| Money Smart Teaching package | 1 |
| New Careers Advisers Information Day | 1 |
| Oxford education Conference - Implementing the new syllabus | 1 |

| Description of the Professional Learning Activity | No. of staff participating |
|---|----------------------------|
| Pastoral Care: Brains, Creativity and Emotions | 1 |
| PDHPE Resources PD | 1 |
| Peer Support Training | 1 |
| Photoshop in the Classroom | 2 |
| Planning & Programming the NSW English Syllabus | 1 |
| Positive Partnerships Autism Spectrum | 1 |
| Programming & Resourcing the NSW Mathematics Syllabus for New Curriculum | 3 |
| Registration and Accreditation Briefing | 4 |
| Secondary History Professional Day | 1 |
| Seven Steps to Writing | 2 |
| Student Leadership | 1 |
| Support for out of field teachers of Mathematics | 1 |
| Supporting Teachers Through Accreditation - Experienced Teacher | 1 |
| Supporting Teachers Through Accreditation - Professional Accomplishment & Professional Leadership | 1 |
| UAC Briefing | 1 |
| Understanding and Helping Youth who Self-Harm | 1 |
| VIT Mentor Training | 1 |

7. Student Attendance and Retention Rates in Secondary Classes

In 2013 the College has students enrolled from Kindergarten to Year 12.

Attendance Rates

Students' attendance report does not include non-continuing Year 10 students following completion of School Certificate Term 4, Week 5 and Year 12 students in Term 4 – as they have completed their formal classes.

| Attendance Rate Average per Day | | |
|---------------------------------|---------------|------------------------------|
| Year Level | Student Count | School Attendance Percentage |
| Kindergarten | 67 | 93.37% |
| Year 1 | 51 | 94.01% |
| Year 2 | 51 | 93.31% |
| Year 3 | 56 | 94.62% |
| Year 4 | 54 | 93.79% |
| Year 5 | 56 | 93.58% |
| Year 6 | 57 | 93.24% |
| Year 7 | 84 | 93.71% |
| Year 8 | 85 | 93.29% |
| Year 9 | 55 | 93.08% |
| Year 10 | 49 | 90.98% |
| Year 11 | 59 | 92.24% |
| Year 12 | 49 | 91.86% |

The College complies with the management of student non-attendance. It is an expectation that parents or guardians notify the College via a phone call on the day of an absence and subsequently provide the College with a note regarding the absence for its official records.

The College liaises directly with parents regarding lengthy or prolonged absences or any missing documentation.

The College uses an Intranet programme called 'SIMON' to enable staff to mark rolls electronically as the official roll marks. The College has two official roll marks per day, Pastoral Care Group – at the start of the school day and Period 5 – the last lesson of the school day. In the Senior School all 5 scheduled classes throughout the day have rolls marked electronically. The tracking of student absences and passes for events such as sickness, music lessons and school related activities continues to be very accurate using this system.

Retention Rates

| Years compared | Year 10 total enrolment 2011 | Year 12 total enrolment 2013 | Year 10 enrolment remaining as Year 12 enrolment | Actual Retention Rate (%) | Apparent Retention Rate (%) |
|----------------|------------------------------|------------------------------|--|---------------------------|-----------------------------|
| 2011/2013 | 63 | 49 | 46 | 93.9% | 100% |

8. Post-School Destinations

During 2013, 48 students of post compulsory school age (15 years and above) completed Year 12 and then graduated from Trinity Anglican College. The following table outlines the post-school destinations of these students in 2014.

| | |
|--|-------------|
| University | 18 students |
| Other study | 4 students |
| GAP year before taking up University place in 2015 | 7 students |
| GAP year before joining the workforce | 5 students |
| Joined the workforce | 14 students |

9. Enrolment Policies and Profile

Conditions of Admission

1. Applications for Admission

- 1.1 Applications must be made on the College's official Enrolment Application Form and must be accompanied by a recent passport size photograph (except if an infant), a photocopy of the applicant's birth certificate, evidence of all vaccines required to age 5 (for Kinder to Year 6 applicants only), a signed Declaration, the Application Fee as per the Fee Schedule.
- 1.2 Subject to vacancy, confirmation of a conditional Offer of Place will be made on receipt of the Application Form and Application Fee (non-refundable).

- 1.3 Before the intended date of entry, an interview may be arranged and Offers of Place confirmed. The Offer of Place will stand for FOUR WEEKS from the date of offer after which time the College may withdraw it without notice.
- 1.4 In the time leading up to the process indicated in 1.3 above, parents are asked to provide the College with copies of their child's most recent school reports. Applications to change the proposed date of enrolment must be made in writing. Unsuccessful applications or applicants wait-listed for a particular year are NOT transferred to another year unless notice in writing is received. If the Application is cancelled, the fee will not be refunded.
- 1.5 For Kindergarten entry, children must be five years of age before 31 March in the year of entry. The College reserves the right to delay admission of students who they deem are not ready to commence schooling.

2. Fees and Accounts

- 2.1 The parents or person so nominated on the Application Form shall pay to the College all fees for tuition, extra subjects and the supply of goods and services to the student as shall be determined by the College Council and as published in the Fee Schedule.
- 2.2 The College reserves the right to refuse entry to, or terminate the enrolment of a student whose fees are in arrears.
- 2.3 All fees are payable in advance and one (1) term's notice in writing must be given to the Principal before any student is removed. In lieu of such notice, one (1) term's fees are payable.
- 2.4 If a student leaves the College without the proper period of notice (section 2.3), any items for sale in the Uniform Shop (uniforms or books) will be withheld by the College, and the parent will receive the balance.
- 2.5 Where a sibling is enrolled for admission, but the fees for the present student are in arrears, then the enrolled student's position should be reassessed if there is a waiting list for that enrolment year.

3. Conditions of Acceptance

- 3.1 All students who attend the College are required to participate in the following activities, as determined by the Principal:
 - 3.1.1 College Chapel and Religious Education classes; Obligatory co-curricular activities, as determined by the Principal; events such as Speech Night, Sports Carnivals and the like.
 - 3.1.2 Various camps and excursions that occur from time to time as an integral part of the College Curriculum.
- 3.2 A condition of enrolment is that the student participates in the compulsory Student Accident Protection Plan, which includes the payment of a small annual fee. This insures students against accidents and injury while on College activities.

- 3.3 Requests for leave from College activities, including academic and co-curricular programmes, and for early departure and late return at the beginning/end of term are considered only in special circumstances and must be applied for in writing to the Principal prior to the event.
- 3.4 All students are expected to support the ethos of the College and to abide by its rules as set out in the appropriate publications such as the Handbook or Diary, or established by practice and published from time to time at the Principal's direction. In particular, the attention of students and parents is drawn to the College's requirements set down for discipline, homestudy, attendance and leave, as set out in the Handbook.
- 3.5 The College reserves the right to discipline students for breaches of the rules of the College. Acceptance of the enrolment indicates acceptance by parents of the discipline policy of the College, as set out in the Handbook. In particular, parents enrolling their child accept that the College reserves the right to suspend or expel any student from the College, for an offence that the Principal determines constitutes extremely serious misconduct. Parents are expected to support the administration of the discipline policy of the College.

Any breaches of these Terms and Conditions shall entitle the Principal, at his discretion, to suspend or terminate the enrolment and attendance of the student at the College.

Profile

Trinity Anglican College, Albury as of 2013, has a total of 749 students of whom 382 are at the primary level and 367 are at the secondary level. Of the 749 students enrolled, 339 were boys and 410 were girls in the following year levels:

| Year | 2013 Enrol for Census 1 | 2013 Enrol for Census 2 | 2013 End | |
|--------------|-------------------------|-------------------------|------------|--------------|
| K | 61 | 63 | 63 | |
| Year 1 | 45 | 48 | 49 | |
| Year 2 | 48 | 50 | 51 | |
| Year 3 | 52 | 54 | 54 | |
| Year 4 | 54 | 54 | 54 | |
| Year 5 | 52 | 54 | 54 | |
| Year 6 | 56 | 56 | 57 | * 382 |
| Year 7 | 81 | 82 | 81 | |
| Year 8 | 80 | 83 | 83 | |
| Year 9 | 52 | 55 | 54 | |
| Year 10 | 45 | 44 | 43 | |
| Year 11 | 53 | 57 | 57 | |
| Year 12 | 48 | 48 | 49 | * 367 |
| Total | 743 | 748 | 749 | * 749 |

College Policies

The College had the following policies in place during 2013:

- Attendance & Leave Policy
- Behaviour Management Policy

- Anti-Bullying & Harassment Policy
- Bush Fire Hazard Management Plan
- Camps and Excursion Policy
- Child Protection Policy
- Complaints & Grievance Resolution Policy (Staff)
- Complaints & Grievance Resolution Policy (Students & Parents)
- Disability Policy
- Emergency Evacuation Procedure
- Emergency Management Plan
- Facilities Policy
- First Aid Policy
- Governance & Responsible Persons Policy
- Information Technology Acceptable Usage Policy (Students & Staff)
- Records Maintenance Policy
- Overseas Trips Policy
- Pastoral Care Policy
- Privacy Policy
- Reporting Policy
- Student Leadership Policy
- Staff Code of Conduct
- TVET Policy
- Work Health and Safety Policy
- Yard Supervision Policy

Copies of these policies are available to members of the Community via the College Office.

10. College Determined Improvement Targets

Buildings

- To complete construction of the new Science Centre building for use from Term 1, 2014;
- To work with the College architect to develop plans for the proposed new Stage 1 of the Senior School (construction to commence in 2014);
- to relocate a number of portable classrooms to maximise teaching and learning spaces;
- to commence the process of upgrading the exterior and insulation of several original buildings in the Junior School;
- Installation of additional irrigation systems around College property.

Grounds

- to relocate the staff car park in light of the new Science Centre;
- to enhance the playing surface on the hockey and soccer field;
- to continue to build retaining walls around the classrooms;
- to continue the planting programme, including the avenue of trees along the front sections of the College;
- to develop more grassed and shaded areas throughout the College grounds.



Curriculum

- to maintain the access to the Fast Tracks enrichment programme in the Junior School;
- to evaluate and refine the Year 9 Discovery programme;
- to allow for a wider range of Year 11 and 12 electives to be offered to Year 10 and Year 11 students;
- to consolidate academic programmes in place across all stages of the curriculum;
- to commence preparation for and implementation of the national curriculum.

Staff

- to further investigate a curriculum framework which is suited to a K-12 school;
- to review the College's co-curricular programme so that all staff are contributing in a worthwhile and equitable manner to this;
- to increase professional development opportunities for staff;
- increase the number of staff in the maintenance and grounds department in 2013;
- to continue the review of the formative appraisal system for all staff (Academic and Administrative) via Annual Review Meetings (ARM) and Triennial Review Meetings (TRM) so that this becomes a meaningful and powerful form of professional development for staff.

Enrolments

- to achieve an enrolment target of 735 students for 2013;
- to introduce a third stream in Kinder to cater for demand for enrolment places;
- to promote Year 7 enrolments with a view of adding an additional class of students into Year 7 in 2013;
- to manage waiting lists which are now apparent across a number of year levels;
- to increase student numbers in the Senior School years (Years 7-12);
- to increase retention rates at HSC levels (Years 11 & 12).

11. Initiatives Promoting Respect and Responsibility

Trinity Anglican College continues to actively seek and develop student attitudes of respect and responsibility through all facets of College life.

As a College in the Anglican tradition, chapel services are a fortnightly feature of the Junior and Senior Schools. These are conducted under the leadership of our College Chaplain. Under the guidance of the Chaplain, students participate through prayer and scripture, with student involvement to present the readings and prayers.

Services were conducted for the special feasts of Ash Wednesday, Easter and Trinity Sunday. A whole College Christmas Eucharist was held to conclude the Academic year.

Christian practices, attitudes and community values are affirmed as part of the College ethos and were a focus of the weekly Religious and Values Education classes. Each Monday morning the staff briefing commences with a staff member leading the staff in a time of reflection. This reflection time can incorporate, scripture, prayer, song or reflection on a topic or theme that is appropriate at the specific time. Each Pastoral Care Group is started every morning with a prayer or reflection. In many groups the students in the group lead these activities.

Practical applications of the responsibility of Christian giving were a feature of the fundraising activities conducted each term. The students of the College focus their fund raising on a different group each term. College, Local and International groups receive some support each year. In fourth term each College family was asked to donate non-perishable food items via students Pastoral Care Groups, to the Anglicare Christmas Appeal. This appeal was strongly supported and many boxes of food and goods were delivered to Anglicare for distribution to the wider community. Once again our whole Year 11 class participated in the local 'Relay for Life' event to support the Cancer Council.

On Anzac Day 2013 our College participated in the Albury RSL, ANZAC day service and march. As part of the City of Albury commemoration, the College Captains laid a wreath at the War Memorial in the service that followed. An Anzac Day commemoration service was held at the College at the start of Term 2 organised and conducted by students of the College. This was a service in which all students displayed reverence, dignity and respect.

On Remembrance Day, the History students organised and lead the commemoration with all students again acknowledging the significance of the day through their dignified participation. Reconciliation Week is always recognized within the college. The SRC organized for a mural to be created where students from across the College used hand prints in Red, Black and Yellow to signify the Aboriginal Flag. This mural is displayed in the College Library to remind the Student population of the significance of this event in Australian culture.

A feature of the leadership program within the College is the opportunity for students in each of the sub-schools to be given the opportunity to hold leadership positions. These roles have given students opportunities to develop their leadership skills and serve the wider school community. The positions available for students to apply for include; College Captains, Vice-Captains and Prefects, House Captains, College Seniors, and SRC leaders, in the Senior School, Year 9 Leaders within the Year 9 Program and Junior School Leaders, House Captains, SRC leaders, Chapel leaders and Environmental

Leaders in the Junior School. The College prides itself on its care for and preservation of the environment, the environmental group has a very high number of Junior School students who regularly participate in structured activities to enhance and support the care of our school and local environment's. The Junior School annually conduct an Environmental Day to support the work of this group and to enhance the knowledge of our school community. The College Captain, Vice-Captains and prefects are recognised at an induction ceremony for the whole school and parents at the beginning of Term 4.

These roles are promoted as ones deserving of respect and are a reward; students who achieve these positions do so because they have exhibited qualities of leadership and have assumed roles of responsibility in various aspects of their College experience.

The SRC students supported fundraising and ran a Junior disco with the assistance of Senior Students and importantly provided a forum for discussion of student issues. SRC is held for students from Years 2 – 12.

The College continues to develop the important characteristics of successful people found in the *You Can Do It* program which instil in students skills of organisation, persistence, getting along and confidence as a means of developing young people who are resilient. These characteristics are integrated in both our Behaviour Management Plan and our Merit Program.

The many co-curricular activities offered by the College provided students with opportunities to represent the College. In 2013 more teams and individuals participated in a diverse range of activities within the college and the wider community than ever before.

- **Music Groups:** Senior Strings, Chamber Group, Ensemble, Jazz Band and Junior and Senior Choir.
- **Music-Production:**
- **Drama:** College Drama Night
- **Environment and Outdoor Education:** Duke of Edinburgh, Snow Trip and Year based camps from Year 3 – 12, Eco Challengers, Year 9 Adventure Expeditions
- **Dance Groups:** Senior & Junior Eisteddfod groups
- **Science:** Tournament of the Minds
- **Food Technology:** Coffee making and Trinnies Restaurant
- **Art:** Murray Deanery Youth Art Comp, Postcard Art Exhibition and Year 11 & 12 Art Exhibition
- **French:** LOTE Concert, Years 10 and 11
- **Competitions:** Mock Trial, School Debating, Rotary Debating, Rotary Youth Enrichment Programme
- **Eisteddfod:** Many groups and individuals participated in the local Eisteddfod with excellent results
- **Sport:** Basketball, Netball, Equestrian, Fun Runs, PSSA Sports Teams, AFL, Volleyball

These are just some of the co-curricular activities that students are involved in within the college.

Sport is an integral part of our College life, students compete at the College as part of school events, many teams are entered in local community sporting competitions. The College competes at BISSA and BIPSA in all sporting activities. Athletics, swimming and cross-country are very well supported.

Annual camps were held for all year levels from Year 3 to Year 12. The destinations varied, but each one offered challenges to students to participate in activities that were new and represented challenges and risk taking in unfamiliar environments. In Year 4, for many, it was the first time away from home and students had the inherent responsibility of organising and looking after oneself for 3 days. In Years 5, 7, 8, 9 and 10 the annual camps were chosen for the emphasis on outdoor activities in a range of environments, sea, surf, mountains and bush. Abseiling, surfing, canoeing, challenge courses, high ropes provided not only new experiences, but personally challenging ones with the emphasis for all participants of respect for effort, for individual attempt and achievement.

Staff at the College maintain and have continued a high standard of dress and have established a culture of respect for each other, for their different skills and qualifications and for the contributions they make. Their professional work ethic serves as a positive and active model for the students so that at every level of the College responsibility for presentation in correct uniform, with correct learning materials and preparedness to learn is promoted.



12. Parent, Student and Teacher Satisfaction

Parents

Continued strong growth in student numbers from 2012 to 2013 reflected strong parent satisfaction in the College's performance. Parent involvement is welcomed in the following activities:

- i) **P & F** – 2013 was the final year of the College Parents & Friends Association, in its current form. This group met each term. The key role of the P & F is to:
 - Support the College and its activities
 - Look after new members of the College community
 - Create opportunities for members of the College community to interact socially
 - Organise and run events that meet the above objectives

- ii) **Parent Helpers** – after completing an Induction course, parents can volunteer to be Parent Helpers. They must follow all procedures in line with the Child Protection Policy. Parents may help in the Junior School with direction provided by the teaching staff.

Students

- i) **SRC** – two representatives from each year level are nominated by the student body (Years 2-12). The SRC meets bi-weekly to discuss, propose and implement (where appropriate) changes to improve the wellbeing of others, organise student activities and support the student population within the College.
- ii) **Pastoral Support** – The College is committed to the ongoing support of all students. All staff play a very important role in ensuring the development of the whole child. The culture of the College reflects the mutual respect that all members of our community have for each other, and the various roles they play – students are encouraged to value outstanding performances from their peers. Clear messages regarding expectations are continually reinforced by all staff within the College.

Leadership programs build positive relationships between Junior and Senior students and provide enhanced opportunities for the Students involved. The role of Pastoral Care Tutors, Heads of Schools, the Director of Pastoral Care and the College Chaplain is to get to know their students, to build relationships, to educate students and reinforce College policies in areas such as academic improvement, getting along with others, bullying and harassment. They also work to assist students with homework management and examination preparation, as well as help in overcoming any difficulties they are facing.

The role of the College Chaplain is extremely important in providing Christian fellowship, and opportunities for Student and Staff faith development. He can also play a role in confidential counseling to students, staff and parents.

All Pastoral Care Groups in the Senior School have a staff member assigned as a Pastoral Care Tutor. While the class teacher in the Junior School fulfills the same role.

- iii) **Additional Tuition Support** – College staff provide assistance in the following areas: Assessment Tasks (Years 7-12), Mathematics Help, French Help, Literacy Help are offered before, during and after school (depending on individual circumstances) on a weekly basis within the Senior School. The College Library is open for students to access before and after school each school day and for one week of each term break. Other areas such as:
- Diagnostic Testing – this may be carried out to benefit students who show a specific weakness or strength in curriculum areas.

Staff

A key to staff satisfaction is communication and the College actively encourages and supports staff through two weekly staff briefings/monthly full staff meetings and regular year level and department meetings.

Staff are supported via Heads of Sub –Schools (Junior and Senior) Heads of Department (Senior School), Directors of Pastoral Care, Studies and Year 9, in addition by the College Principal and Deputy Principal

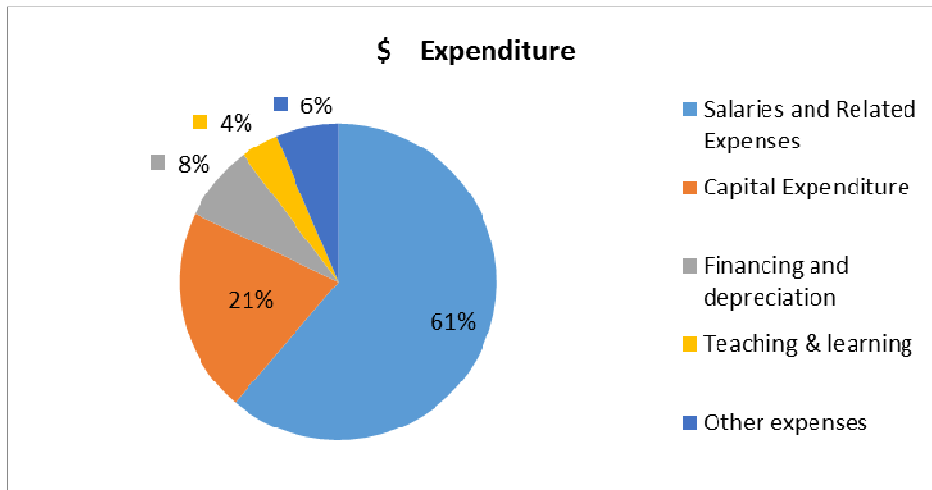
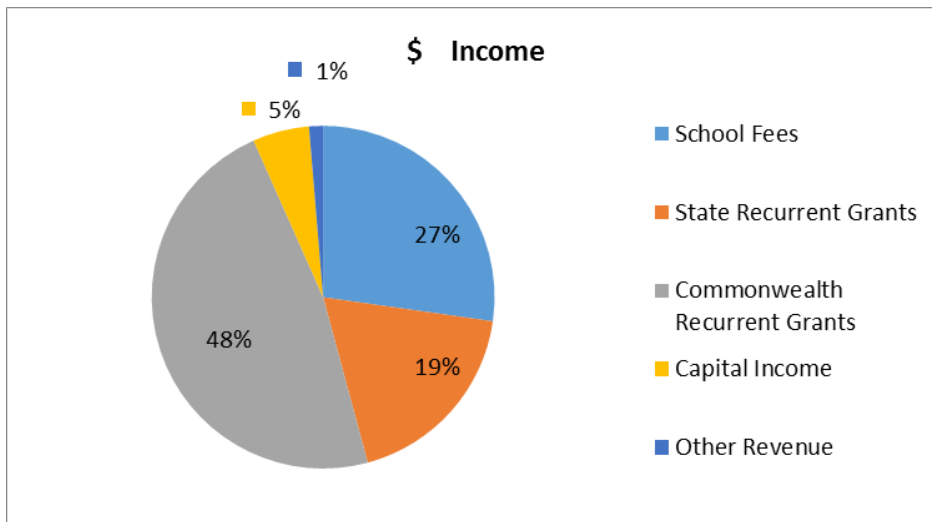
Regular Professional Development is undertaken by all staff, along with much individual examples of Professional Development opportunities. Staff undertake an annual Performance Review, provided by a member of the Senior Leadership Team, this provides for an opportunity for professional discussion, class visits, positive feedback and input from the individual staff member, a trusted colleague and students.

Pastoral support is available to the whole college community as required. Staff support each other through regular participation in staff social activities.

13. Summary Financial Information 2013

**Trinity Anglican College (Albury) Ltd
ABN 34 097 832 561**

| Income | \$ | % |
|-------------------------------|----------------------|-------------|
| School Fees | 2,619,524.00 | 27% |
| State Recurrent Grants | 1,784,566.00 | 19% |
| Commonwealth Recurrent Grants | 4,569,235.00 | 48% |
| Capital Income | 513,023.00 | 5% |
| Other Revenue | 127,053.00 | 1% |
| TOTAL | 9,613,401.00 | 100% |
| | | |
| Expenditure | \$ | % |
| Salaries and Related Expenses | 6,478,693.00 | 61% |
| Capital Expenditure | 2,206,628.00 | 21% |
| Financing and depreciation | 814,905.00 | 8% |
| Teaching & learning | 405,143.00 | 4% |
| Other expenses | 675,531.00 | 6% |
| TOTAL | 10,580,900.00 | 100% |



14. Compliance with Annual Reporting Requirements

Trinity Anglican College has policies and procedures in place to ensure its participation in annual reporting to publicly disclose its educational and financial performance meets the requirements as identified by the Minister. The College's Annual Reports are posted to the College website: www.trinityac.nsw.edu.au and/or available from the College itself.